

HILTON HEAD MIDDLE

55 Wilborn Rd.

Hilton Head Island, South Carolina 29926

GRADES 6-8 Middle School

ENROLLMENT 921 Students

PRINCIPAL Donna E. Williams

843-689-4500

SUPERINTENDENT Herman K. Gaither

843-322-2300

BOARD CHAIR Earl Campbell

843-322-2356

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

0

17

3

0

0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 25 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

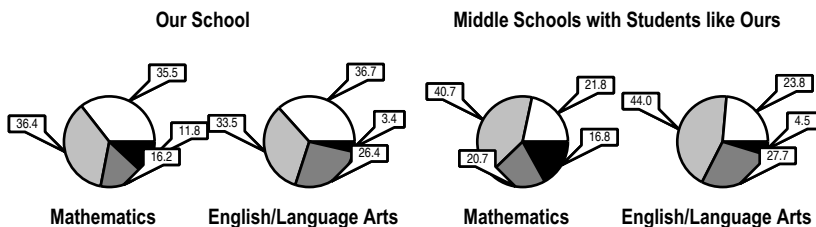
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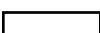
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Below Average	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	67	241	48
Percent satisfied with learning environment	69.7%	59.2%	80.9%
Percent satisfied with social and physical environment	73.8%	54.2%	68.1%
Percent satisfied with home-school relations	81.3%	77.8%	66.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	915	99.7	36.7	33.5	26.4	3.4	29.8	17.6
Gender								
Male	458	99.6	43.0	32.2	22.9	1.9	24.8	17.6
Female	457	99.8	30.1	35.0	29.9	4.9	34.8	17.6
Racial/Ethnic Group								
White	514	99.4	16.0	37.5	40.8	5.7	46.5	17.6
African-American	201	100.0	58.9	35.8	4.7	0.5	5.3	17.6
Asian/Pacific Islander	10	100.0	40.0	40.0	20.0	N/A	20.0	17.6
Hispanic	190	100.0	73.4	18.4	8.2	N/A	8.2	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	810	99.8	32.1	34.8	29.2	3.9	33.1	17.6
Disabled	105	99.0	67.9	24.8	7.3	N/A	7.3	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	915	99.7	36.5	33.6	26.4	3.4	29.8	17.6
English Proficiency								
Limited English proficient	21	100.0	60.0	10.0	25.0	5.0	30.0	17.6
Non-limited English proficient	894	99.7	36.0	34.2	26.5	3.4	29.8	17.6
Socio-Economic Status								
Subsidized meals	288	100.0	66.3	28.9	4.8	N/A	4.8	17.6
Full-pay meals	627	99.5	22.7	35.8	36.5	5.0	41.5	17.6

Mathematics								
All students	915	100.0	35.5	36.4	16.2	11.8	28.0	15.5
Gender								
Male	458	100.0	35.8	34.1	18.1	12.0	30.1	15.5
Female	457	100.0	35.0	38.9	14.5	11.7	26.1	15.5
Racial/Ethnic Group								
White	514	100.0	16.3	40.3	24.6	18.8	43.3	15.5
African-American	201	100.0	56.8	36.8	5.3	1.1	6.3	15.5
Asian/Pacific Islander	10	100.0	40.0	40.0	N/A	20.0	20.0	15.5
Hispanic	190	100.0	69.0	24.1	4.4	2.5	7.0	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	810	100.0	32.0	37.4	17.6	13.0	30.6	15.5
Disabled	105	100.0	59.1	30.0	7.3	3.6	10.9	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	915	100.0	35.4	36.5	16.3	11.8	28.1	15.5
English Proficiency								
Limited English proficient	21	100.0	65.0	15.0	N/A	20.0	20.0	15.5
Non-limited English proficient	894	100.0	34.7	37.1	16.7	11.6	28.3	15.5
Socio-Economic Status								
Subsidized meals	288	100.0	67.0	27.4	4.1	1.5	5.6	15.5
Full-pay meals	627	100.0	20.7	40.8	21.9	16.6	38.5	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	282	N/A	23.4	31.0	30.2	15.5	45.6
	Grade 7	267	N/A	22.7	43.4	29.8	4.1	33.9
	Grade 8	286	N/A	20.4	37.7	31.5	10.4	41.9
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	331	100.0	38.0	31.4	25.7	5.0	30.7
	Grade 7	284	99.3	32.5	35.4	28.8	3.3	32.1
	Grade 8	300	99.7	39.4	34.1	24.7	1.8	26.5

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	282	N/A	26.2	33.7	23.0	17.1	40.1
	Grade 7	267	N/A	42.1	34.7	11.2	12.0	23.1
	Grade 8	286	N/A	29.2	45.8	13.8	11.2	25.0
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	331	100.0	27.4	36.6	20.5	15.5	36.0
	Grade 7	284	100.0	38.8	31.1	15.0	15.0	30.0
	Grade 8	300	100.0	41.1	41.4	12.9	4.6	17.5

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 921)				
Students enrolled in high school credit courses (grades 7 & 8)	62.1%	Up from 43.6%	33.1%	14.4%
Retention rate	2.4%	Up from 1.2%	2.1%	2.3%
Attendance rate	95.2%	Down from 100.0%	95.3%	95.2%
Eligible for gifted and talented	23.3%	Up from 11.5%	25.0%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	10.8%	Up from 10.2%	11.1%	14.1%
Older than usual for grade	2.0%	Up from 1.5%	3.3%	4.9%
Suspended or expelled	3.6%	Up from 1.7%	1.9%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 76)				
Teachers with advanced degrees	55.3%	Up from 52.6%	51.1%	47.1%
Continuing contract teachers	88.2%	Up from 71.1%	83.7%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	89.9%	Up from 80.4%	87.3%	84.3%
Teacher attendance rate	94.3%	Down from 95.2%	95.6%	95.0%
Average teacher salary	\$43,054	Up 7.6%	\$40,937	\$39,924
Prof. development days/teacher	13.6 days	Up from 11.0 days	10.4 days	10.7 days

School				
Principal's years at school	6.0	Up from 5.0	4.0	3.0
Student-teacher ratio	19.9 to 1	Down from 20.2 to 1	21.9 to 1	21.0 to 1
Prime instructional time	87.1%	Down from 93.4%	90.1%	88.9%
Dollars spent per pupil*	\$7,083	Up 11.1%	\$5,523	\$5,854
Percent spent on teacher salaries*	53.7%	Down from 62.0%	64.7%	62.0%
Opportunities in the arts	Excellent	No change	Excellent	Good
Parents attending conferences	99.0%	Up from 98.2%	91.2%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

HHMS made great gains in creating small communities within our school of over 900 students with our 2nd year implementation of school wide vertical teams. The four vertical program teams are Coastal Ecology, Global Studies, Humanities and Mathematics, Science and Technology. The purpose of having small communities within our school is to inspire learning. Our students learn by constructing relationships in which they connect with teachers and subjects. Vertical teams foster the personalization strategies to support these relationships. This was also our third year of implementation of the IB Middle Years Programme which is our curriculum framework for all students from 6th grade through 10th. Our rising 8th graders will begin the implementation of the 9th grade MYP at the high school in 2003-2004.

Our five-year review of our accreditation by the Southern Association of Colleges and Schools was accomplished in March during a three-day site visitation, and our authorization consultation for the IB Middle Years Programme was accomplished in April during a two-day site visit. During both site visits, teachers, parents, students and the community demonstrated extraordinary effort in working together to express our commitment in making HHMS a high performing, high achieving school.

Three additional teachers, Lois Lewis, Robert Barron and Jeff Streitenberger, received National Board Teacher Certification, bringing our total to five. Several other teachers are completing their work and should receive their certification next year. The faculty chose Anne Eddy, special education coordinator, resource teacher and student assistance team coordinator, as Teacher of the Year.

Students continued to win recognition in the Sea Island Regional Science Fair, Model United Nations, State Math Counts, State Geography Bee and State Chess Competition. One of our students won the state championship in the Readers' Digest vocabulary competition. As the South Carolina representative, she won 12th place in the nation. Our athletes won several conference titles as interest has increased to participate in sports. We will have our first Stingray Basketball Camp this summer for students who may not be team members but who wanted to learn to play. Students have also requested more after school activities such as the dance and drama classes we had this year.

We replaced summer school with real-time remedial classes during and after school to keep students on track. The failure rate was reduced from 8% to 6%. Our school community will continue to monitor what works and eliminate what doesn't work as we provide the best learning environment for all our students.

Donna E. Williams, principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.